



# National Congress Bulletin

MAY 1951

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## Dear Friends:

A period of national strain, such as we live in today, may be either a growing point or a breaking point, depending upon the spirit of our people. Ever since the days when heroic patriots under the leadership of General George Washington stained the snow at Valley Forge with their bleeding feet, Americans have accepted the challenge to defend human liberty.

Once more America calls upon her people to recognize that human liberty is not a free gift but a privilege to be won and held by each succeeding generation and that overcoming the threat to the dignity of free men, which hangs like a dark cloud over the earth today, demands the devoted, loyal service of every citizen of our land.

We in the parent-teacher organization, alert at all times to our obligations to children and youth, will double our efforts in the present crisis. In addition to rendering the service asked by community defense committees we will devote ourselves to the accustomed task of safeguarding our homes, schools, and other community institutions that are indispensable to the wholesome development of boys and girls. We will recognize that waste of human resources, caused by the neglect or unwise guidance of children and

youth, is sabotage far more serious than waste of water, food, fuel, or any of the other material resources that are essential to the health and well-being of our people.

Therefore, to guide the work of its 35,000 parent-teacher associations, as they take their proper place in the nationwide defense plan, the National Congress of Parents and Teachers has appointed a special committee on defense activities. The committee has outlined a program designed to unify and strengthen our efforts throughout the nation—a program that will make full use of all our capabilities and resources. We believe its suggestions will help the P.T.A. members in any community to achieve a greater measure of security for the children for whom they are responsible.

Our committee has recognized that certain essential factors of a public defense program appropriate for this atomic age may subject children to unwholesome emotional strain unless both parents and teachers are able to interpret it as a learning experience, free from fear. More than ever before we will need closer relationships among all adults who influence the destiny of our children wherever they are—in the home, the school, the church, and other institutions in the community. We in the P.T.A. will place renewed effort on our established activities in the fields of parent education, international relations, health, recreation, mental hygiene, and securing equalized opportunity for education for every child, all of which are vital factors in the over-all national defense plan.

In a time of unusual strain every child needs more than ever a home that is unified and secure, a harbor of loving fellowship; a school endowed with inspired teachers and a stable atmosphere of learning; and a community ready to accept new burdens for the safety and protection of its citizens. We pledge ourselves to work toward these great goals. Thus will our country be made strong through the certain progress of its youth toward citizenship able to cope with the needs of the hour. To quote General George Washington, "Let us raise a standard to which the wise and honest can repair; the rest is in the hands of God."

Faithfully yours,

Mrs. John E. Hayes, President  
National Congress of Parents and Teachers

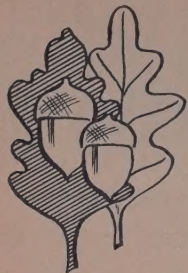


• As a birthday celebration for Mrs. J. K. Pettengill, past president of the National Congress of Parents and Teachers, a luncheon was held in Detroit by about a dozen past and present members of the Michigan board of managers. A contribution from this group of friends was made to the national headquarters fund in honor of Mrs. Pettengill. In the picture Mrs. John E. Hayes, our national president (right), who was also an honor guest at the luncheon, is accepting the check for this gift from Mrs. Guy A. BeDell, chairman of the headquarters project for the Michigan Congress.

### VISIT THE BIRNEY MEMORIAL

• If you're traveling through Georgia on your way to the national convention in Miami Beach, you'll want to stop at Marietta, the birthplace of one of our Founders, Alice McLellan Birney, and visit the beautiful memorial erected in her honor on the grounds of the high school there. Marietta is located just twenty miles north of Atlanta on Highway 41, and there is half-hour Greyhound bus service between the two cities.





# WHAT OUR CONGRESS PARENT-TEACHER GROUPS *Are Doing*

## Georgia Wins a Minimum Foundation Program

There is much rejoicing in Georgia over the passage by the general assembly of an appropriations bill that assures the financing of a minimum foundation program of education for the entire state. This legislative action culminates a long campaign in which P.T.A.'s took a leading part in creating favorable public opinion toward the levy of the additional taxes that will be necessary to carry out the program. (In Georgia no legislation affecting local communities can be enacted without a favorable vote throughout all sections of the state.)

Local units carried on their work through answering all requests for information, financing billboard advertisements, holding public meetings, and making personal contacts with legislators. When the measure came before the state appropriations commission, a thousand parents and teachers were mobilized to attend the hearings.

Under the minimum foundation program of education each child will be guaranteed (1) a competent teacher, (2) a well-designed and well-equipped classroom, (3) safe transportation if he does not live within walking distance of school, and (4) an adequate supply of textbooks and learning aids. It has been impossible to assure these opportunities for every child in the past because Georgia's population is highly concentrated in industrial sections, and many rural regions of the state lack the tax income needed to provide them.

But now that this campaign has been brought to a victorious conclusion the Georgia Congress is not going to rest on its laurels. One of the next projects is to obtain financial support for school lunchrooms as a part of the state's education program.

Members of the legislation committee that did much to secure the passage of the appropriation are W. H. Shaw, the chairman; Mrs. Charles D. Center; Mrs. Frank C. David; Mrs. Fred Knight; Mrs. Bruce Carr Jones; and Mrs. Lee Howard.

## A TV Preschool Project

To encourage more preschool study groups in the area the preschool committee of the Detroit Council arranged for the presentation of three film programs during February over Station WWJ-TV. A member of the council gave a short commentary on each broadcast, and discussion guides were offered to groups using the broadcasts in their study programs. The films—"Baby Meets His Parents," "Helping the Child To Face the Don't's," and "Helping the Child To Accept the Do's" were obtained from the Encyclopedia Britannica Company. Local parent-teacher groups cooperated in the project.

## Victory Paced by the P. T. A.

The opening of the Madison elementary school on Chicago's south side for use as a neighborhood social center in the evening was a victory for the school's P.T.A. For three years the group had campaigned for a recreation center in the area, which is surrounded by railroads and many busy streets, with no room for a playground or park. Taverns with ping-pong tables and television sets were beginning to draw teen-agers, and the younger children were playing in the streets. The school is a small one,

but that did not discourage the unit from carrying on the campaign. A map that showed how crowded the area is convinced the school board of the need, and this year the school has been opened for twenty nights during the school season. A program of crafts, music, and athletics has been offered. Now the group is promoting still greater citizen interest in the activities that the center offers.

## A Letter from the Teachers

In a letter to parents the teachers of the Sherrouse School in Monroe, Louisiana, took a January inventory of the previous year's accomplishments and sketched plans for the future.

Assets of 1950 included a home visitation program when teachers called on pupils and parents. Then during American Education Week parents returned the visits by attending classes. Parents, teachers, and other citizens worked together to present a "fun night" and room Christmas parties. P.T.A. meetings were cited as dynamic factors in the progress of the school. With the cooperation of a local doctor, pupils' eyes were tested by telebinocular. Passage of a school bond issue assured the enlargement of school facilities.

(Continued on page 3)



These men of the Classen, Kansas, P.T.A. planned the entire meeting for dad's night recently. After the showing of two films on Ecuador and Peru in keeping with the unit's good neighbor theme, the dads served doughnuts and coffee at a table decorated in typically masculine style.



# WHAT OUR CONGRESS PARENT-TEACHER GROUPS ARE DOING . . .

(Continued from page 2)

The report closes with the following pledge: "It is with grave concern that we look to the future. What lies ahead no one can predict. We do know that children do not wait; they continue to grow. Your boys and girls are important; they are our richest resource, and, as teachers and parents, we must strive more diligently than ever before to provide, at home and at school, adequate opportunities for them to grow into happy and responsible citizens."

## The Transformation of a Schoolhouse

A year ago anyone who passed by the dingy, unpainted building on the grounds of a federal housing project in Arlington County, Virginia, would never have guessed that it housed the Pickett School. Its interior was even worse—a little paint still clung to the walls, but there was no covering on the cement floors, and there were no book shelves. Unshaded two-hundred-watt bulbs dangled from the ceiling. And of course there was no such luxury as a recreation room. In fact, the only assets of the Pickett School were an excellent teaching staff and a big, upright piano.

When an observer appointed by the Arlington County P.T.A. Council discovered how neglected the building was and began to ask why nothing had been done to improve it, the invariable answer was, "It's only a temporary school." But the observer reasoned that the education its pupils received was certainly permanent enough, and she reported the situation to the council.

In May parent-teacher leaders met with the county school board and suggested that, if the department of schools would supply the necessary materials, the P.T.A. members would do the actual installation and repair work as a summer project. The school board agreed.

When the supplies began to arrive fathers became painters, tile layers, and carpenters. They removed the ugly trash inclosure from the front porch, put in a tile floor, renovated the interior, and framed the windows with attractive shutters. When this work was done, mothers, armed with scrub pails, moved in, and soon all the furniture and the new floors had been washed and waxed. New window drapes appeared in every room.

Noting the need of storage space, the school janitor built a roomy closet, and the school board did its part in installing fluorescent lights and new restroom facilities. There was even a new flag pole for the front yard. The chief of police and his safety staff agreed to provide traffic control and to see that the playground and school zone were well designated by signs.

Arrangements were made with the Arlington County recreation center to open the school one evening a week as a teen-age canteen supervised by a professional recreation director and a volunteer chaperone from the P.T.A. Here the big piano really came into its own at last.

Encouraged by one summer's work well done the Pickett School P.T.A. has already begun its next big project—the landscaping of the schoolyard.

## STREAMLINERS

We are happy to welcome the Erding American School P.T.A. of Erding, Germany, with 125 charter members. This is another new unit of the National Congress from unorganized territory.

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The Senn High School P.T.A. of Chicago reports that contributions received since the close of its February drive for the headquarters fund have raised the final total to \$551.65.



Children in Hermosillo, Mexico, cannot fail to be world conscious. This unusual globe stands on their playground as a constant reminder of world citizenship.

## ENJOY THESE NATIONAL CONVENTION BROADCASTS

● Even if you cannot attend the national convention at Miami Beach, you will be able to hear excellent discussions of some of the vital matters to be considered there by tuning in on your radio to two important programs.

In a broadcast over the Mutual network on Saturday May 19, Mrs. John E. Hayes, national president; Mrs. H. H. Hargreaves, regional vice-president; and E. B. Norton, national chairman of School Education, will present "New Foundations for Democracy in the Home, School, and Community."

On Saturday May 26 a broadcast entitled "The New Threat to the Public Schools" will be carried by NBC on the public affairs program from 12:15 to 12:30 p.m. E.D.T. Taking part will be Mrs. Hayes; Edward M. Tuttle, executive secretary, National School Boards Association; and Corma Mowrey, president of the National Education Association.

Thomas D. Rishworth, national chairman of Radio and Television, will act as moderator for both programs.

Consult your local newspaper for the time these broadcasts may be heard in your community. Should there be an NBC or a Mutual station in your locality, will you please contact the program directors at once and make sure these programs are scheduled.

## NATIONAL CONGRESS BULLETIN

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## EDITORIAL STAFF OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

### Publications

Editor-in-chief: Mrs. Eva H. Grant; assistant editor: Mary Elinore Smith

Editorial assistants: Florence M. Cromien  
Mrs. Dorothy Middleton

Managing editor: Mary A. Ferre

### Administration Projects

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## FIGHT CRIME WITH LIGHT!

According to FBI statistics, 65 per cent of all street crimes occur at night. Adequate street lighting is one of the most effective means of reducing night crimes.

—The National Campaign for Safety After Dark



# A CIVIL DEFENSE PROGRAM

FOR

## PARENT-TEACHER ASSOCIATIONS



**T**HE National Congress of Parents and Teachers stands ready as always to help build the defense of our country and in particular to maintain the morale of the civilian population.

In time of all-out war our tasks become clear cut. Then each one of us has little difficulty in seeing how his job fits into the plan of total mobilization. But today's situation is less simple. We are living in a world that is neither at peace nor at war. The need to be ready to repel possible attack by military force is coupled with the need and desire to build for a peace that will outlaw force. There is every likelihood that we in America must continue to live under the stress and strain of international mistrust and uncertainty for the next several years, possibly even longer.

Accordingly, our foremost task is to build inner emotional stability and security in both young people and adults. And because the roots of emotional stability are to be found in the home and in the school the National Congress is particularly fitted for this task.

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### READY FOR ALL-OUT RESPONSIBILITY

**P**rimarily in this emergency parent-teacher members will do what they have always done, but do it better than ever before. Our standing committees on recreation, mental hygiene, social hygiene, juvenile protection, safety, home and family life, character and spiritual education, citizenship, health, parent education, and international relations—all these have definite long-term projects and activities geared to the needs and perplexities that face us. Their work, always important, is now urgent. Virtually the same may be said for the program of every other standing committee. *Our specific problem, therefore, is not one of retooling an organization that has been doing essential work for more than half a century. Rather it is one of identifying those activities within each committee's field of interest that will contribute most significantly to the spiritual and emotional strength of the American people.*

Many groups and organizations, both public and private, will be concerned primarily with physical safety. Their attention will be focused on such practical problems as evacuation in case of need, the formation of rescue squads, the readying of medical and food supplies, and the provision of bomb-proof shelters. There is no question that as good citizens parent-teacher members will do their full share in these activities, none of which we dare neglect.

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### MORALE IS A VICTORY WON

**I**n many ways, however, morale is even more difficult to preserve than physical safety. Morale involves the intangibles of attitudes, beliefs, and expectations. Above all, it involves people's feelings and their relations with one another. Morale is hard to define, but it can be called the ability to go on believing in what is genuinely important for human living—and then acting in accordance with such a belief under trying or dangerous situations. When we are faced with the possibility of being bombed, it is too easy to forget that what we need to defend quite as much as our lives is our way of life as a free people, our respect for the worth and dignity of each man, woman, and child.

If our faith in these values wavers, if we forget that they and the personalities who express them are the central core of our concern, then no matter how highly efficient our scheme of civil defense may be or how powerful a military organization we may develop, we can still go down to ultimate defeat.

The home front—and by the home front we mean the family and the school—is the focus of civilian morale. Here the local parent-teacher association has a great opportunity and responsibility to keep up morale. How can this be done? Not by short-term rallies and clever slogans or by any of the usual methods of building up temporary enthusiasm and spurts of effort. This is a continuing task that will be with us for many years to come.

But before we turn to the long-term task, let us review some of the strictly defense projects in which parent-teacher groups will take an active part. These include arousing members to an awareness of the importance of taking immediate steps for preparedness if peace should fail, suggestions



on how to establish a civil defense committee and its functions, and what and what not to do in the event of an enemy attack.

### ALERTING ALL P.T.A.'S

1. Stress the need for taking immediate steps to achieve a state of adequate preparedness.
2. Become familiar with the official civil defense plans for your state and community.
3. Invite members of the local civil defense committee to explain civil defense at parent-teacher meetings.
4. See that your parent-teacher association and council appoint a civil defense chairman at once.
5. Prepare a plan of action that your unit will be able to carry through successfully.
6. Select for special emphasis those responsibilities and activities recommended by the civil defense authorities that are in harmony with the Objects and program of the parent-teacher organization.
7. Discuss your plan with the local director of civil defense and make sure that it fits in with the overall defense program of your community.
8. Report your plans and program of activities to the civil defense chairman of your parent-teacher council or state congress, whichever procedure is preferred in your state. The national committee on civil defense will aid in directing the efforts of state committees on civil defense to prevent overlapping, duplication, and confusion.

### PREPARING FOR ANY EMERGENCY

1. Organize first-aid and home nursing classes in your unit, and ask your local Red Cross chapter to provide an instructor. Let it be known as the \_\_\_\_\_ P.T.A. First-aid Class or the \_\_\_\_\_ P.T.A. Home Nursing Class.
2. Encourage members to take the instructor's course in home nursing and first aid so they in turn may teach others.
3. Organize a group of volunteers to donate blood regularly to the blood bank.
4. Cooperate in publicizing the sale of defense bonds and stamps.
5. Cooperate with other organizations in campaigns to save food, paper, and other vital materials.
6. Either as a special parent-teacher project, or in cooperation with other groups, strive to discourage hoarding of scarce goods.

### KNOWING WHAT TO DO

Organize classes to study the official U.S. government booklet, *Survival Under Atomic Attack*. (This booklet is published by the Civil Defense Office of the National Security Resources Board and may be obtained from the Superintendent of Documents, Washington 25, D. C. Individual copies cost ten cents each. One hundred or more copies purchased in bulk may be had at a 25 per cent discount. The booklet is equally valuable as material for program planning, study or discussion groups, and family reference.)

If the area in which you live is bombed and especially if your own house is set afire, the responsibility for providing fire protection rests directly with you. Training in providing fire protection involves a knowledge of fire-fighting equipment and how to use it. Here are some of the things to do and not to do.

### What To Do

1. Close all doors and windows to prevent drafts.
2. To force a door, break the panel near the lock.
3. Crawl—do not walk—when in thick smoke.
4. Keep near walls where floors are strongest.
5. Attack fire at the closest possible range.
6. Use sand or foam to quench oil fires.
7. Keep buckets of water and sand in the house at all times and be sure extinguishers are filled and in working order.
8. When searching a house for fires, start at the top.
9. Learn where and how to cut off electricity, gas, and water in your house.
10. If your attic is full of odds and ends, get rid of them. They are a fire hazard.

### What Not To Do

1. Don't enter a smoke-filled room alone, except to save a life.
2. Don't enter a burning building or room without carrying fire-fighting appliances with you, except to save a life.
3. Don't play water on electric wiring.

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### TASKS UNIQUELY OURS

We come now to the problem with which parents and teachers are most directly concerned—that of building and maintaining morale. We are agreed, for example, that good health care is essential to national survival. But health care, as contrasted with the diagnosis and treatment of illness, is one of the basic functions of the home. It is in the daily round of housekeeping and home management that the primary tasks of health care are carried on. The selection, preparation, and serving of meals help to keep up the family's strength and resistance and to fulfill growing children's needs. The endless tasks of dishwashing, housecleaning, and laundering are the first line of defense against infection, contamination, and the many dangers to health that must be continually warded off by day-in, day-out efforts at cleanliness in the home. So too by caring for minor ills and disturbances and providing rest and relaxation, the home restores members of the family so that they are able to meet the next day's demands on their vitality.

All these chores, often difficult and wearisome, are necessary for the protection and welfare of everyone. Unless the wife and mother can believe in their worthwhileness, the major responsibility of health care will not be met.

All of us also need wholesome and simple forms of recreation, especially through creative group activities. Here again it is clear that while we need psychiatrists, psychologists, social workers, guidance counselors, and all the other



professionally trained personnel, we must rely chiefly upon the family and the school to meet the acute personality needs of people, young and old.

As the recent White House Conference emphasized, if from birth onward we feed our children the "psychological vitamins" of love and affection, trust and confidence in themselves and in the world, we foster the development of healthy personalities. The home and family must provide these "vitamins" initially in the daily care of the baby and the young child. But not only is mental health the responsibility of parents in the home. It is also the responsibility of teachers in the school to foster healthy personality development through ever closer understanding between home and school, parent and teacher.

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## THE SATISFACTIONS THAT SUSTAIN US

We must remember, too, that it is the parents who perpetuate our traditions by what they tell their children and how they explain to them the world. This means that parents must clarify their own values, find out what they really believe in. Only then will they be able to speak with conviction and sincerity to their children.

This is difficult and calls for discussion with other parents, so that out of these discussions we can discover what we really do stand for in the midst of the many conflicts and confusions around us. It also means that parents and teachers need to find a better basis of understanding and a clearer realization of what they together can provide for children and youth.

Our role in home and school is not glamorous. We wear no special uniform, no badge of merit, no service stripes. Our work is voluntary and unsalaried, and no medals are bestowed for sacrifice. But that does not mean we go unrewarded. We are sustained by the knowledge that building morale is vital to our country. Conscious of the supreme importance of our work, we reap the rich satisfaction of making a contribution that no other group is as well qualified to make.

If we as local groups can pool our knowledge and experience and encourage each other to carry on, we will be doing our country a most important service. The plan that follows suggests concrete activities that can be successfully carried on by parent-teacher associations to build morale. Major emphasis falls, of course, on those activities that are part of bringing up the child in home and school so that he may adjust to a constantly shifting world without emotional damage.

It is not easy or simple to know what to do in times like these. Even now psychologists and psychiatrists are engaged in isolating those experiences and activities on which morale depends. As their findings become available to us, we shall add to our basic program. Meanwhile we set forth as a guide to parent-teacher groups everywhere those activities which, the experts now agree, contribute to the strength of the American people.

We recognize that parent-teacher members will want to do all they can to keep high the morale of our servicemen as well as of civilians. Therefore several activities are included to meet this need. Then, too, communities located near training camps have special problems, and these also call for parent-teacher action.

## IF YOU LIVE NEAR A MILITARY CAMP

1. Encourage parent-teacher members to extend to servicemen the hospitality of their homes and their community.
2. Cooperate with the organized recreational and social programs of the training camp.
3. Arouse public interest in maintaining wholesome community standards.
4. Supply copies of your home-town newspaper to men and women from your community serving in the armed forces, especially those stationed overseas.
5. Send copies of the *National Parent-Teacher* to our men and women overseas. Not only will they welcome the magazine as a message from home, but it will actually help prepare them for their civilian roles as parents and citizens.

Finally, we must never forget that parents and teachers need first to maintain their own morale before they can give children emotional stability. This morale is made up of many things, including a positive allegiance to our democratic heritage, affection and trust in our personal relations, and a wide variety of activities that bring the attainment of mental health within reach of everyone.

## SURVEYING THE COMMUNITY

1. Inventory the resources and needs of the community to see what each family can provide to help others or can contribute to a common pool for the aid of children in an emergency.
2. Find out what the school may need should there be an air attack while the children are in school. Find out also what parents can do to help the school provide for the comfort and protection of the children.
3. Develop a spirit of true neighborliness by exploring the possibilities for providing assistance to neighbors when it is needed most. Give special attention to homes where there are working mothers, absent fathers, and sons or daughters serving in the armed forces.

## PROVIDING EMOTIONAL SECURITY

Through lectures and study courses in child development, urge your P.T.A. to develop a positive mental health program that will enable parents and teachers to prevent fear and panic among children. See that the following points are stressed:

### For the Youngest Children

1. Create cheerful, wholesome surroundings to give children a feeling of security, but meet their questions squarely on their level of understanding.
2. Avoid overemphasizing in the presence of children the possibility of impending disaster, taking particular care not to become unduly emotional over newspaper headlines and news broadcasts.
3. Do everything possible to avoid developing in young children those destructive feelings of anxiety and aggression that frequently arise out of wartime conditions.
4. *Make the most of every opportunity to convince government officials and the public that the rearing of children is an essential and patriotic occupation second to none.*
  - a. Urge that in any general mobilization of manpower, mothers of young children be called up last, after



the supply of older women has been fully utilized.

- b. If mothers of young children must be recruited into the industrial labor force, encourage management and labor to stagger working hours so that normal home life will be disrupted as little as possible.

Promote legislation to provide federal aid for the establishment and maintenance of child care centers to look after the children of working mothers. In establishing such centers, urge that—

- a. They be located near industrial centers and convenient to homes so that long hours of travel back and forth may be avoided.
- b. They be placed under the supervision of the public school system and be staffed by people trained in education and mental hygiene.
- c. They provide emergency, part-time, and twenty-four-hour care.
- d. Industry share the expense of supporting them.
- e. Parent-teacher members with teaching experience take refresher courses to prepare them for training volunteer workers. Urge them to stand ready to offer their services in child care centers.
- f. The welfare, health, or education department of the state government, working in conjunction with the other departments concerned, set up all-inclusive minimum standards for day care centers.
- g. Counseling services be provided to help mothers understand their own and their children's needs in wartime.

#### For Older Children

1. Urge that the regular staff of the elementary school be supplemented by people trained in social work, group work, and mental hygiene. For fullest value, this emergency group must become an integral part of the total school staff.
2. Encourage the widest possible use of school buildings and facilities by the whole community. The local high school is especially adaptable as a center for the social activities of teen-agers.
3. Urge the community to maintain an adequate school budget to prevent a lowering of educational standards, overcrowding, and curtailment of the curriculum.
4. Give thoughtful consideration to the special problems of elementary schools, high schools, and colleges in gearing their educational resources to the emergency.
5. Encourage elementary and secondary schools to include in the curriculum experiences and studies of childhood and family life that will help young people to mature toward the role of parenthood.
6. See that counseling services are offered to help parents guide older children through problems of adjustment.

7. Help provide young people with wholesome forms of entertainment and discourage the production of objectionable motion pictures, comic books, and radio and television programs.
8. Provide for all children every possible opportunity to practice democratic principles and ideals.
9. Plan character-building activities for boys and girls.
10. Promote community activities and recreation programs that will permit whole families to find enjoyment and release from tension. Finger painting, clay modeling, crafts of all kinds, and dramatic, orchestral, and choral groups are among the many creative activities that can be provided at little cost if undertaken cooperatively. The technique of role playing with parents and children acting out certain situations of particular interest to them can be used with benefit and enjoyment by the entire family.
11. Include teen-age youth in planning and carrying out your defense projects. Here the great need is, as it has long been, for real, worth-while activities that challenge young people and give them a feeling that they are actually doing something that counts.

#### ADULT EDUCATION

1. Teach at home, and help the school to teach, understanding and reverence for the democratic principles on which lasting world peace must be built.
2. Spread an understanding of the goals and program of the United Nations and its specialized agencies.
3. Emphasize, through forums and study groups, the necessity for unity and loyalty in this time of international tension.
4. Help to strengthen the spiritual foundations of the country by encouraging respect for all religions and by creating the spiritual atmosphere that gives purpose to our lives.
5. Be zealous in safeguarding the basic liberties of the individual as set forth in our own Bill of Rights and in the Universal Declaration of Human Rights.
6. Set for yourself the mature task of keeping up to date on the important findings that affect the welfare of children and youth and help to disseminate these findings in your community. The *National Parent-Teacher* will act as a transmission belt by bringing you these findings as they are articulated by American psychiatric and other groups which are now concentrating on the conditions and experiences that contribute to a sane and stable populace.



● This program was developed by a special civil defense committee of the National Congress of Parents and Teachers, composed of the following members: Mrs. R. R. Smith, regional vice-president, *chairman*; Mrs. Charles L. Chapman, president, New York State Congress of Parents and Teachers; Herold C. Hunt, national second vice-president; Mrs. Fred Knight, national chairman, Committee on Safety; and Carl N. Neupert, M.D., national chairman, Committee on Health. Lawrence K. Frank, widely known educator and mental hygienist, served as consultant to the committee and submitted many valuable suggestions that were incorporated in the program.

MRS. JOHN E. HAYES, *President*  
National Congress of Parents and Teachers





# STUDY AND DISCUSSION

## *Programs*

### FOR YOUR P.T.A. AND ITS STUDY GROUPS

#### *Building Healthy Personalities*

**B**ECAUSE they are growing up in a period of uncertainties and tensions, today's children are in special need of help in "Building Healthy Personalities." This, therefore, is the challenging theme of the three study courses that will be carried in the *National Parent-Teacher* in 1951-52.

It was selected to link the separate articles in each course more closely to the momentous findings of the Midcentury White House Conference on Children and Youth. The highlights of effective personality development will be clearly outlined in the three parallel programs that cover the pre-



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school years, the school-age period, and adolescence. Every parent and teacher will here find some new-lit lanterns with which to guide America's children and youth.

Beginning with the September issue, *National Parent-Teacher: The P.T.A. Magazine* offers three study courses based on authoritative articles by well-known specialists. Each article will be accompanied by an outline including pertinent points and questions for discussion, study group techniques, appropriate films, and a list of books and other reference materials for those who wish to undertake a more detailed study of the subject matter. All these helps will greatly simplify the work of conducting successful programs.

By using the *National Parent-Teacher* for a guide, P.T.A.'s everywhere are assured of study programs that will be interesting, helpful, and easy to follow.

• Descriptive leaflets will be available free to groups interested in undertaking these study courses. Write to National Parent-Teacher: The P.T.A. Magazine, 600 South Michigan Boulevard, Chicago 5, Ill.

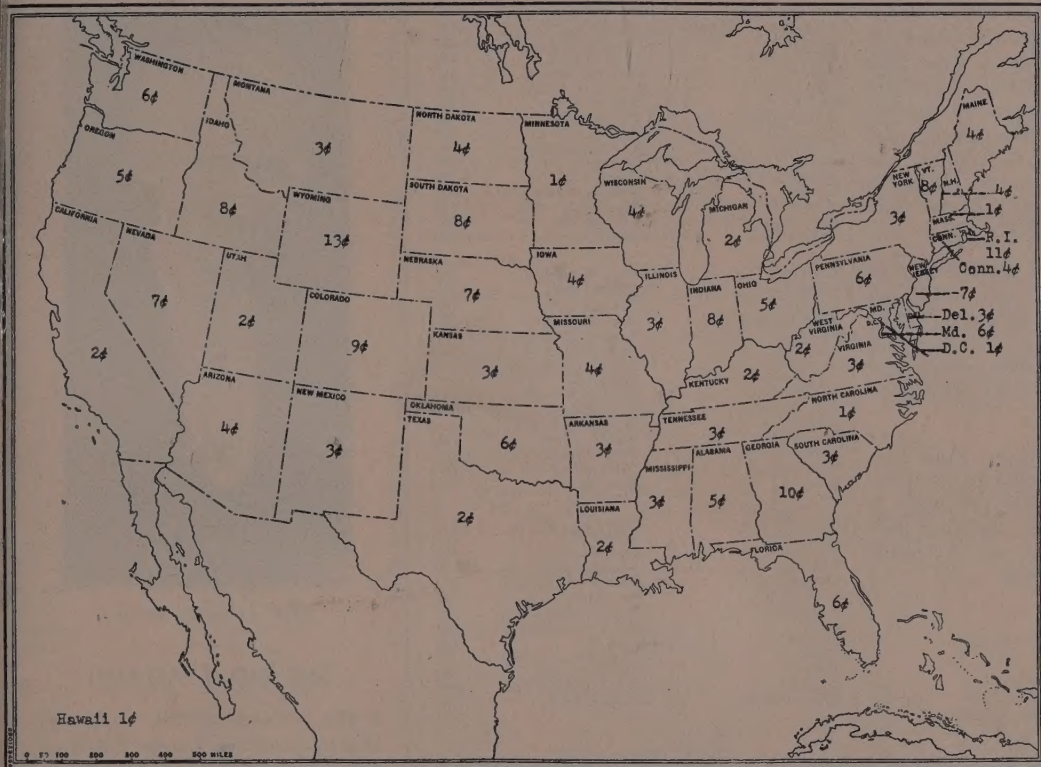
#### THE STUDY COURSE ARTICLES

	I. PRESCHOOL	II. SCHOOL-AGE	III. ADOLESCENT
September	<i>Steps Toward Self-management</i>	<i>How Children Acquire Morale</i>	<i>What Are These Emotional Problems?</i>
October	<i>Will Power and Won't Power</i>	<i>Tensions in Parent-Teacher Relations: Must They Exist?</i>	<i>Nobody Wants To Be a Wallflower</i>
November	<i>Play Is Not Passive</i>	<i>Should Parents Help with Homework?</i>	<i>All We Can Do Is Counsel</i>
December	<i>Uncertainties Within</i>	<i>Responsibility Scaled to Size</i>	<i>Guiding the Civic Impulse</i>
January	<i>Exercise for Nimble Minds</i>	<i>Ways to Mental Health</i>	<i>Barriers to a College Education</i>
February	<i>Practice in Human Relations</i>	<i>Money in Their Jeans</i>	<i>Character That Clicks with Youth</i>
March	<i>If You Want Your Child To Love You</i>	<i>Housetime for Hobbies</i>	<i>If They've a Mind for Marriage</i>
April	<i>The Child as a Person</i>	<i>Whose Business Is the Curriculum?</i>	<i>Adolescence—The Patient Years for Parents</i>



# Mapping OUR PROGRESS

Toward Our National Headquarters  
Building Fund Goal . . . . .



WHERE  
DOES  
YOUR  
STATE  
STAND  
IN  
THIS  
NATION-  
WIDE  
GIFT  
RECORD  
?

ON this map you will see how your state ranked on April 15, 1951, in average-per-member contributions to the national headquarters fund. (In each case half a cent or more has been considered a whole cent.)

At the national convention in Miami Beach figures will be reported as they stand on May 15. If every state will forward to the National Office before that date all funds that have been raised for headquarters, the record will be a true indication of our achievement. States that have recently started their headquarters activities will have a good chance to improve their standing before the next map appears in September.

The average-per-member donations are the figures that really tell the story. Our slogan "Quarters for Headquarters" has always stressed the individual mem-

ber's part. However small your state may be, it will have a noteworthy share in our new building if it raises as much as twenty-five cents a member.

In examining the map you will note that small state congresses are competing very well with larger ones. Wyoming, which tops the entire list with an average contribution of thirteen cents a member, has only 9,000 members; Rhode Island, coming second with eleven cents a member, has only 29,027; and Georgia, in third place with ten cents a member, has 126,940. In fourth place is Colorado (nine cents a member) with 95,067 members. Tied for fifth place are Idaho, Indiana, South Dakota, and Ver-

mont, with total memberships ranging from 20,102 for Vermont to 171,151 for Indiana. Here is a challenge to the larger congresses to catch up with their smaller partners!

It is good to see that every state has now contributed at least one cent a member to the national headquarters fund. And the increase in contributions being received at the National Office is most encouraging: \$36,023.59 from March 15 to April 15, nearly \$14,300 more than in any previous month! This brings the grand total of all states to more than \$235,000. How near to \$300,000 will we be by national convention time?

- The next headquarters map is planned for the September issue of the **Bulletin**. What will your state's rating be then?





# THE *Hundred-or-More* AND THE *Fifty-or-More* CLUBS

*These are the final listings for the year ending March 31, 1951.*

WE'RE happy to salute the 593 local units that turned in at least fifty subscriptions to *National Parent-Teacher* before the March 31 deadline! Eighty-seven of these P.T.A.'s won places in the Hundred-or-More Club as well as the privilege of being listed in the Magazine Honor Roll to be published in the June issue of *National Parent-Teacher*.

North Carolina is the state leader in the Hundred-or-More Club with ten units qualifying for membership. Alabama, Illinois, and Pennsylvania are tied for second place with seven, and close behind are Iowa and Washington with five each.

This year Illinois again wins first honors with a total membership in both groups of sixty-two units; Georgia is second with thirty-three; Alabama with thirty takes third place; and Arkansas is fourth with twenty-eight.

## HUNDRED OR MORE

Lanier High	Montgomery, Ala.	416
Aliolani	Honolulu, T. H.	404
Cloverdale	Montgomery, Ala.	300
Morningside	Atlanta, Ga.	292
Hawthorne	Sioux Falls, S. D.	232
Central Jr. High	Greensboro, N. C.	215
Sunshine	Springfield, Mo.	214
Linden Elem.	Columbus, Ohio	203
Gatewood	Seattle, Wash.	200
Robert Burns	Detroit, Mich.	196
Robert E. Lee	Birmingham, Ala.	192
Dundalk	Dundalk, Md.	192
Monroe	Omaha, Nebr.	181
Howland	Chicago, Ill.	166

Trumbull	Chicago, Ill.	166
Magnolia	Seattle, Wash.	159
Noble	Detroit, Mich.	157
Andrew Jackson	Kingsport, Tenn.	153
Perkins	Des Moines, Iowa	150
Reuben Duke	Rochester, N. Y.	147
Hubbell	Des Moines, Iowa	142
Sherwood Bates	Raleigh, N. C.	142
Central City Grade	Central City, Ky.	138
Westwood	Cincinnati, Ohio	136
Cove	Weirton, W. Va.	133
Lindley Elem.	Greensboro, N. C.	132
Gale	Chicago, Ill.	131
Jefferson	Erie, Pa.	131
Malvern Grammar	Malvern, Ark.	128

Washington	Wauwatosa, Wis.	127
Barge-Lincoln	Yakima, Wash.	126
Fairview	Camden, Ark.	124
Jackson Park	Kannapolis, N. C.	124
Miami Shores	Miami, Fla.	124
North Canton	North Canton, Ohio	123
Northboro	West Palm Beach, Fla.	122
Cherry Hill	River Edge, N. J.	122
Townsend St.	Milwaukee, Wis.	120
Norwood	Birmingham, Ala.	119
Eastover	Charlotte, N. C.	118
Nathan C. Schaeffer	Lancaster, Pa.	118

Woodrow Wilson	Birmingham, Ala.	117
Mary B. Austin	Spring Hill, Ala.	115
Bernardsville Elem.	Bernardsville, N. J.	115

J. Marshall and Ann St.	Portsmouth, Va.	114
Fuerbringer	Saginaw, Mich.	113
Smithfield Ave.	Pawtucket, R. I.	113
Hoover	Yakima, Wash.	113
Saks Jr. High	Anniston, Ala.	112
Lincoln	Pottstown, Pa.	111
Norman Bridge	Chicago, Ill.	110
Fred A. Olds	Raleigh, N. C.	110
El Campo	El Campo, Texas	109
Elroy	Brentwood, Pa.	108
William Penn	Chicago, Ill.	106
Merrick	Merrick, N. Y.	106
North Beach	Miami Beach, Fla.	105
Darwin	Chicago, Ill.	105
Jackson Twp.	Massillon, Ohio	105

Longfellow	Sioux Falls, S. D.	105
George	Jackson, Miss.	103
Fincher	Cheyenne, Wyo.	103
Washington-Jefferson	Bettendorf, Iowa	102
Quindaro	Kansas City, Kans.	102
South Sioux	Sioux Falls, S. D.	102
Hawthorne	Salt Lake City, Utah	102
Broad Ave.	Albany, Ga.	101
Bennett	Chicago, Ill.	101
Bosse High	Evansville, Ind.	101
Bryant	Sioux City, Iowa	101
Kingsley	Laurensburg, N. C.	101
Edgemont	Rocky Mount, N. C.	101
Eliot	Tulsa, Okla.	101
Jackson	York, Pa.	101

North 27th St.	Milwaukee, Wis.	101
J. C. Harris	Atlanta, Ga.	100
Johnson	Columbus, Ga.	100
Randolph	Lincoln, Nebr.	100
Columbus Ave.	Freeport, L. I., N. Y.	100
Lainburg	Laurensburg, N. C.	100
North Elem.	Winston-Salem, N. C.	100
Wiley	Winston-Salem, N. C.	100
St. Andrews	Erie, Pa.	100
Elroy	Pittsburgh, Pa.	100
Messick	Memphis, Tenn.	100
Lafayette	Salt Lake City, Utah	100
Cenesees Hill	Seattle, Wash.	100

## FIFTY OR MORE

Edgefield	Canton, Ohio	98
Greenfield Union	Detroit, Mich.	93
North Main	Mount Airy, N. C.	93
Encanto	Phoenix, Ariz.	92
S. M. Inman	Atlanta, Ga.	92
Woodstock	Anniston, Ala.	90
Forrest City	Forrest City, Ark.	90
Farnsworth	Chicago, Ill.	90
Fairfield	Fairfield, Ala.	89
Parkside	Chicago, Ill.	89
A. W. Komarek	North Riverside, Ill.	89
Rosewell B. Mason	Chicago, Ill.	88
Harding	Erie, Pa.	88
Roosevelt	Wauwatosa, Wis.	88
Sans Souci	Greenville, S. C.	87

Delano	Chicago, Ill.	86
Grant	Norfolk, Nebr.	86
Lincoln	Toledo, Ohio	86
Idlewild	Memphis, Tenn.	85
Amite	Amite, La.	83
Doty	Detroit, Mich.	83
Loretto	Montgomery, Ala.	82
Atlanta-Annapolis	Sheffield, Ala.	82
St. Elmo Grammar	Columbus, Ga.	82
Wesleyville	Wesleyville, Pa.	82
Whittier	Mitchell, S. D.	82
Lincoln	Kingsport, Tenn.	82
Blenman	Tucson, Ariz.	81
Graham	Shelby, N. C.	80
McKinley	Toledo, Ohio	80

Cumberland	Whitefish Bay, Wis.	80
Hawthorne	Idaho Falls, Idaho	79
Greenwood	Des Moines, Iowa	79
Whitfield	Jackson, Miss.	79



Mrs. Irene B. Munro

## SHE DID IT AGAIN!

• The record-making magazine chairman of the Lanier P.T.A. of Montgomery, Alabama, which tops the Hundred-or-More Club list with an all-time high of 416 subscriptions, is Mrs. Irene Munro. She has repeated her success of last year when, as magazine chairman for the Cloverdale P.T.A. of Montgomery, she led her unit to first place with 386 subscriptions to *National Parent-Teacher: The P. T. A. Magazine*. Our heartiest congratulations to Mrs. Munro on her record-breaking performance.

Budlong	Chicago, Ill.	78
John M. Palmer	Chicago, Ill.	78
Frank B. John	Salisbury, N. C.	78
Franklin	Boise, Idaho	77
Roosevelt Elem.	Mason City, Iowa	77
Julian Mitchell	Charleston, S. C.	77
Brackett	Arlington, Mass.	76
Clara Barton	Fords, N. J.	76
Bragaw Ave.	Newark, N. J.	76
Mark Twain	Sioux Falls, S. D.	76
Sunnyside	Kellogg, Idaho	75



11



John M. Cowden Jr. High	Midland, Texas	52
Highland Park Elem.	San Antonio, Texas	52
Lincoln Jr. High	Salt Lake City, Utah	52
Oakland	Roanoke, Va.	52
Jefferson Preschool	Tacoma, Wash.	52
Nob Hill	Yakima, Wash.	52
Rowlesburg	Rowlesburg, W. Va.	52
North 36 St.	Milwaukee, Wis.	52
Bellingrath	Montgomery, Ala.	51
West End	Opelika, Ala.	51
Lafayette	Phoenix, Ariz.	51
Bald Knob	Bald Knob, Ark.	51
Central Ward	Blytheville, Ark.	51
Retta Brown	El Dorado, Ark.	51
Forrest Park	Little Rock, Ark.	51
Sheridan	Sheridan, Ark.	51
Waldo	Waldo, Ark.	51
Hulbert-West Memphis Elem.	West Memphis, Ark.	51
Wilson High	Wilson, Ark.	51
Barnard	Washington, D. C.	51
Janney	Washington, D. C.	51
Southside Grammar No. 7	Jacksonville, Fla.	51
Church St.	Atlanta, Ga.	51
East Lake	Atlanta, Ga.	51
Monte Sano	Augusta, Ga.	51
Fourth St.	Brunswick, Ga.	51
Central	Boise, Idaho	51
Roosevelt	Nampa, Idaho	51
Irving Park	Chicago, Ill.	51
Norwood Park	Chicago, Ill.	51
Portage Park	Chicago, Ill.	51
John M. Cuivier	Evansville, Ind.	51
Emerson	Waterloo, Iowa	51
Maccochaque	Kansas City, Kans.	51
Eugene Field	Wichita, Kans.	51
Willard	Wichita, Kans.	51
De Quincy	De Quincy, La.	51
Central	Lake Charles, La.	51
Central	Petoskey, Mich.	51
Springlake Park	Minneapolis, Minn.	51
Brandon	Brandon, Miss.	51
Marion Park	Meridian, Miss.	51
Eugene Field	Carthage, Mo.	51
Washington	Clinton, Mo.	51
Edison	St. Joseph, Mo.	51
Windsor	Omaha, Nebr.	51
John S. Park	Las Vegas, Nev.	51
Springfield	Springfield, N. J.	51
Cedarhurst No. 5	Cedarhurst, L. I., N. Y.	51
Alexander Graham	Charlotte, N. C.	51
John Burroughs	Tulsa, Okla.	51
Wilson Jr. High	Tulsa, Okla.	51
Irving	Erie, Pa.	51
Lowell	Sioux Falls, S. D.	51
Park Jr. High	Knoxville, Tenn.	51
Oakville	Oakville, Tenn.	51
East High	Salt Lake City, Utah	51
Highland	Salt Lake City, Utah	51
Washington	Bellingham, Wash.	51
Electric City	Electric City, Wash.	51
Emerson	Madison, Wis.	51
Keeffe Ave.	Milwaukee, Wis.	51
Franklin	West Allis, Wis.	51
Nellie Iles	Laramie, Wyo.	51
Curry	Birmingham, Ala.	50
Inglebrook	Birmingham, Ala.	50
West End High	Birmingham, Ala.	50
Baker	Ensley, Ala.	50
East Clinton	Huntsville, Ala.	50
Chilhon	Montgomery, Ala.	50
Kenilworth	Phoenix, Ariz.	50
Whittier	Phoenix, Ariz.	50
Senior High	Blytheville, Ark.	50
Sudbury	Blytheville, Ark.	50
Hurie	Clarksville, Ark.	50
Pulaski Heights Jr. High	Little Rock, Ark.	50
Lonoke	Lonoke, Ark.	50
Magnolia Grammar	Magnolia, Ark.	50
Osceola High	Osceola, Ark.	50
Harding	Sanger, Calif.	50
Truman Elem.	Key West, Fla.	50
Central	Sarasota, Fla.	50
Corrie	Tampa, Fla.	50
McIntosh	Albany, Ga.	50
Barrow	Athens, Ga.	50
Camilla	Camilla, Ga.	50
Edgewood	Columbus, Ga.	50
16th St.	Columbus, Ga.	50
Gordon	Gordon, Ga.	50
Smyrna	Smyrna, Ga.	50
Garfield	Boise, Idaho	50
Moore	Moore, Idaho	50
Bickel	Twin Falls, Idaho	50
Catlin	Catlin, Ill.	50
Audubon	Chicago, Ill.	50
Marquette	Chicago, Ill.	50
Mozart	Chicago, Ill.	50
Nettelhorst	Chicago, Ill.	50
Peterson	Chicago, Ill.	50
Roosevelt High	Chicago, Ill.	50

Volta	Chicago, Ill.	50
Roosevelt	Park Ridge, Ill.	50
Lincoln	Elkhart, Ind.	50
Morton	Hammond, Ind.	50
Oakland	Lafayette, Ind.	50
Lincoln	La Porte, Ind.	50
McCulloch	Marion, Ind.	50
East Spring St.	New Albany, Ind.	50
Byron Rice	Des Moines, Iowa	50
J. B. Saylor	Des Moines, Iowa	50
Windsor	Des Moines, Iowa	50
Longfellow	Sioux City, Iowa	50
Garfield	Council Grove, Kans.	50
Roosevelt	Hutchinson, Kans.	50
Stanley	Kansas City, Kans.	50
Isely	Wichita, Kans.	50
Cassidy	Lexington, Ky.	50
Metairie High	Metairie, La.	50
Georgia Tucker	Monroe, La.	50
Cadillac	Detroit, Mich.	50
Ruthruff	Detroit, Mich.	50
Schulze	Detroit, Mich.	50
Ford	Highland Park, Mich.	50
Biloxi High	Biloxi, Miss.	50
Bonne Terre	Bonne Terre, Mo.	50
Dexter	Dexter, Mo.	50
McCoy	Independence, Mo.	50
Mason	Lee's Summit, Mo.	50
Bowerman	Springfield, Mo.	50
H. P. Study	Springfield, Mo.	50
Emerson	Kearney, Nebr.	50
McKinley	North Platte, Nebr.	50
Bancroft	Omaha, Nebr.	50
Central Park	Omaha, Nebr.	50
Boulder City	Boulder City, Nev.	50
Groveton	Groveton, N. H.	50
Garfield	Collingswood, N. J.	50
Gibbstown	Gibbstown, N. J.	50
Collins Tract	Pennsauken, N. J.	50
P. S. 130 Queens	Bayside, L. I., N. Y.	50
Chestertown	Chestertown, N. Y.	50
Fisher St.	Burlington, N. C.	50
Franklin High	Franklin, N. C.	50
Fair Grove High	Thomasville, N. C.	50
Drake	Drake, N. D.	50
Findley	Akron, Ohio	50
Worthington Elem.	Chillicothe, Ohio	50
Franklin	Ardmore, Okla.	50
Hutthorne	Oklahoma City, Okla.	50
Putnam Heights	Oklahoma City, Okla.	50
Harrison-Lee	Shawnee, Okla.	50
Barnard	Tulsa, Okla.	50
Grover Cleveland Jr. High	Tulsa, Okla.	50
Kendall	Tulsa, Okla.	50
Duniway	Portland, Ore.	50
Sunnyside	Portland, Ore.	50
Vernon	Portland, Ore.	50
Columbus	Erie, Pa.	50
Sacred Heart	Erie, Pa.	50
Mifflinburg	Mifflinburg, Pa.	50
Lincoln	Monongahela, Pa.	50
Waverly	Monongahela, Pa.	50
Charleston Cons.	Wellsboro, Pa.	50
Jacob L. Devers	York, Pa.	50
Chester Barrows	Cranston, R. I.	50
Wickford Grammar	Wickford, R. I.	50
Colton	Colton, S. D.	50
Garretson	Garretson, S. D.	50
Sequoyah	Knoxville, Tenn.	50
Bethel Grove	Memphis, Tenn.	50
Snowden	Memphis, Tenn.	50
Treadwell	Memphis, Tenn.	50
Coldwell	El Paso, Texas	50
West Elem.	Midland, Texas	50
Lincoln	Brigham City, Utah	50
West Jordan	Midvale, Utah	50
Roosevelt Jr. High	Salt Lake City, Utah	50
William Fox	Richmond, Va.	50
Georgetown	Seattle, Wash.	50
Cunningham	Beloit, Wis.	50
Howe	Green Bay, Wis.	50
East High	Madison, Wis.	50
Henry W. Longfellow	Milwaukee, Wis.	50

## Girl Scout Troop Tours the National Office

Among the recent visitors at the national office were the members of Girl Scout Troop 295 of the Parker School of Detroit, Michigan.

These girls earned the money for their trip by selling Girl Scout cookies and by sponsoring a paper drive. During this spring vacation trip they gained credit for the Traveler, My Country, and Junior Citizenship merit badges.

While in Chicago they also visited the business district and several museums, took a sight-seeing tour of the city, and attended a radio and a television broadcast.

Leaders of the group were Mrs. Alfred Morlock, Mrs. M. E. Currier, and Mrs. J. D. Potete. One of the mothers who accompanied the troop was Mrs. T. C. Nunnelley, the magazine chairman of the Parker P.T.A.—a member of the 1951 Fifty-or-More Club.

## UNESCO Gift Coupons

UNESCO is now offering gift coupons that can be exchanged in the regular commercial markets throughout the world for a wide range of educational material. This special kind of international currency is printed in denominations of ten dollars. However, stamps costing twenty-five cents each are also issued in booklets of forty, representing one coupon, to encourage small as well as large donations.

Further information may be obtained from the UNESCO Educational Reconstruction Liaison Office, United Nations Building, New York, New York.

This year National Mental Health Week will be May 2-8. The theme is "Build Mental Health—Our Children's Birthright, the Nation's Strength."

U. S. SAVINGS BONDS  
ARE DEFENSE BONDS  
—BUY THEM REGULARLY!

